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INSTALLATION OF
HARRY WOODBURN CHASE
AS PRESIDENT OF THE
UNIVERSITY OF ILLINOIS



LIBRARY OF THE
UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Gift of
Chris Anderson

ILLINOIS HISTORICAL SURVEY





DOCTOR HARRY WOODBURN CHASE
(From a Portrait by WILLIAM STEENE)

INSTALLATION OF
HARRY WOODBURN CHASE
AS PRESIDENT OF THE
UNIVERSITY OF ILLINOIS

MAY 1 1931

PUBLISHED BY THE UNIVERSITY OF ILLINOIS
URBANA

C.
IRGUKCH
Cap. 3

3rd Hand Bible

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Program

FRIDAY, MAY 1, 1931

Morning

- 9 to 10 Registration of Delegates—University Library
- 10:00 Assembly of Procession in the Library
- 10:15 Procession to Men's Gymnasium
- 10:30 Installation Exercises

Afternoon

- 1:00 Trustee Luncheon to Delegates and Speakers
- 3 to 5 Visits to various parts of the campus and inspections of buildings by delegates

Evening

- 9 to 11 Reception by President and Mrs. HARRY WOODBURN CHASE to Delegates, Guests, and Faculty at the Woman's Building

Program of the Installation Exercises

Mr. GEORGE ANDREW BARR, A.B.
President of the Board of Trustees
Presiding

Music

UNIVERSITY CONCERT BAND

Invocation

The Right Reverend JOHN CHANLER WHITE, D.D., S.T.D.
Bishop of Springfield

Introductory Address and Installation of President
HARRY WOODBURN CHASE

President GEORGE ANDREW BARR

Installation Address

President HARRY WOODBURN CHASE, PH.D., LL.D., L.H.D.

Music

UNIVERSITY CONCERT BAND

Greetings:

From the State of Illinois
Honorable LOUIS L. EMMERSON
Governor of Illinois

From the University World
SAMUEL WESLEY STRATTON, PH.D., LL.D.
Chairman of the Corporation
Massachusetts Institute of Technology

From State Universities
LOTUS DELTA COFFMAN, PH.D., LL.D.
President of the University of Minnesota

From Universities and Colleges of the State of Illinois
CHARLES HENRY RAMMELKAMP, PH.D.
President of Illinois College

From the University of Illinois Faculty
JAMES WILFORD GARNER, PH.D., LL.D.
Professor of Political Science

Greetings (Continued):

From the Alumni

FRANK HOTCHKISS MCKELVEY, B.S.

Class of 1907

President of the Alumni Association

From the Student Body

VERNON LESLIE KRETSCHMER

Class of 1931

President of the Student Council

Conferring of Honorary Degrees

Dean EUGENE DAVENPORT

Professor EVARTS BOUTELL GREENE

President CHARLES HENRY RAMMELKAMP

Professor ARTHUR NEWELL TALBOT

Benediction

Bishop JOHN CHANLER WHITE

Processional

The exercises of the installation of Doctor Harry Woodburn Chase as President of the University of Illinois began with a procession of the delegates from various institutions and organizations and members of the Board of Trustees of the University of Illinois, State officials of Illinois, and members of the faculty of the University which assembled in the Library building and which marched to the Gymnasium where the exercises were held.

The order of the procession:

The University of Illinois Band.

The Marshal of the Exercises.

The Presidential Party.

The Board of Trustees of the University of Illinois.

Former Members of the Board of Trustees.

State Officials of Illinois.

Delegates of Colleges and Universities.

Delegates of Learned Societies and Educational
and Professional Organizations.

The University Faculty.

Alumni of the University.

Introduction

President GEORGE ANDREW BARR:

These exercises of the installation of the sixth President of the University of Illinois will be opened with prayer by the Right Reverend John Chanler White, Bishop of Springfield.

Invocation

Bishop JOHN CHANLER WHITE:

Be graciously pleased, O Heavenly Father, to be with us in this glad gathering. Regard we pray Thee the interests of our beloved State. Where it is wrong, right it; where it is corrupt, purify it; where it is in danger, shield it. Grant to its people a vision of righteousness and the power to make it a living force in the life of our Commonwealth. We commend this whole nation to Thy merciful care, that being guided by Thy Providence we may dwell secure in Thy peace. Grant we humbly beseech Thee that we may always prove ourselves a people mindful of Thy favor and glad to do Thy Will. Bless our land with honorable industry, sound learning and pure manners. Save us from violence, discord and confusion, and from every evil way. Defend our liberties and fashion into one united people the multitudes brought hither out of many kindreds and tongues. Endue with the spirit of wisdom those to whom in Thy Name we entrust the authority of government. Grant to the President of the United States, to the Governor of this State, and to all in authority wisdom and strength, to know and to do Thy Will. Fill them with the love of truth and righteousness; and make them ever mindful of their calling to serve this people in Thy fear. Grant that there may be justice and peace at home, and that through obedience to Thy laws we may show forth Thy praise among the nations of the earth.

Magnify Thy Name we beseech Thee in this great University. Inspire its leaders and teachers to proclaim Thy truth and its students to seek and find Thee. May Thy Name be written large upon this institution and upon those who come here. Bless the youth of our State and those who come from afar to receive instruction that will equip them for life. May they learn here not only how to earn a living but how to live; not only how to

receive, but how to give themselves feeling to the common life of man. Prosper and advance the work of this Institution and bless those whose labor of love is gladly given for the good of all. Grant to the people of this State a larger vision and a greater sense of responsibility for this school which bears their names and educates their children. Increase the friends of the University. Multiply its benefactors. Quicken the conscience of those on whom its welfare primarily depends that it may go forward to its greater day not hampered by the littleness of any man but further enfolded by the larger spirit of those who have envisioned its possibilities and determined to assist in their realization.

Grant wisdom and guidance, patience and strife to him who is called to the presidency of this University. Endow him liberally with all good things and above all forget not the gift of Thy perpetual grace and favor that he may stand among his brethren not only as a leader and educator but as a man who lives in communion with Thee and whose heart Thou hast anointed. In him, O God, and in this place magnify Thy Holy Name.

To every one of us give a deep sense of Thy loving Providence that may make answer to Thy many blessings and grant us hearts filled with thanksgiving. We ask it in the name of our Lord Jesus Christ. AMEN.

Installation of the President

President BARR:

The President of the University has received a score of telegrams and messages of greetings from many people throughout the land. I hold three of these messages in my hand. I am going to read them. The first one is from Secretary Ray Lyman Wilbur, Secretary of the Interior of the United States, and President of Leland Stanford University. "Greatly appreciate your interest in my plans but deeply regret inability to be present on May 1. My heartiest congratulations to the University of Illinois on the inauguration of President Chase. Your University has an unusual opportunity to influence American life. I am confident that the administration of President Chase will be outstanding in every way." Signed by Secretary Wilbur. We expected to have Secretary Wilbur here as one of our distinguished guests this morning.

I hold in my hand a telegram from the Speaker of the House of Representatives of the State of Illinois. "I am very sorry that it is impossible for me to attend your inauguration as President of our State University tomorrow. I extend to you my sincerest good wishes for a happy and successful career." Signed by David E. Shanahan, Speaker of the House of Representatives.

The third one is from the Secretary of the Class of 1904 of Dartmouth College. That is the class with which President Chase graduated from Dartmouth. "Class of 1904 sends congratulations and best wishes on your inauguration." Signed by Harry E. Johnson, Secretary.

In addition to those, as I said a moment ago, there are a large number of messages and telegrams that I will not take the time to read.

We are very glad today to welcome this distinguished gathering of educators, delegates, visitors, and friends of

the University to these installation exercises. This occasion is an important event in the history of the University. We have had five presidents and regents and one acting regent during the history of the University. They have all been great leaders and each has done his full part in the progress and upbuilding of this institution. The Board of Trustees and the friends of the University are exceedingly happy today in the installation of President Chase as our sixth President. He came to us a little less than a year ago from our sister University of North Carolina. When he came we received him with confidence. After working with him for a little less than a year, we publicly install him today with assurance and pride. He has already demonstrated to those of us who have been closely associated with him that the leadership of the University has been placed in good hands, and we know that its work will be carried on under his direction with adequate success. It now becomes my pleasant privilege to formally install him as President of the University.

Harry Woodburn Chase, I now as President of the Board of Trustees of the University of Illinois declare in this public and formal way that by the action of that Board you have become the sixth President of the University of Illinois, with all the powers and duties pertaining to that office.

Installation Address

President HARRY WOODBURN CHASE:

It is with a deep sense of responsibility and of opportunity that I respond, Mr. President, to your formal words of induction into this high office. The history of the University of Illinois is so distinguished, the opportunities that lie before it so vast, that one is sobered at such a moment by the task that confronts him.

The University of Illinois is not, as universities go, an old institution. Incorporated in 1867 as the Illinois Industrial University in response to the passage of the Morrill Land Grant Act, it was opened in 1868 with a Regent, two professors, and fifty students. These busy professors gave instruction in five departments: agriculture, polytechnics, military, chemistry and natural science, and general science and literature. In March, 1870, the trustees voted to admit women as students, and twenty-four entered sixty years ago this fall. In 1877 the University was authorized to confer degrees; in 1885 its name was changed to the University of Illinois. This is not the time for a recital of the successive steps by which the simple small college of those early days became the great university of today; by which, in a little more than sixty years, fifty students grew to nearly fifteen hundred people engaged in teaching, in research and in extension in the modern complex assemblage of colleges, schools, extension and research services, experiment stations and bureaus that is the University of Illinois. I will merely say that under able and wise leadership its history has been one of steady progress in usefulness and distinction. Few institutions have known more loyal and devoted service, none owe a greater debt to those whose lives of unselfish devotion have made possible the University of today. The history of the University of Illinois may be short, but it is rich in the names of those who have given it of their best in unrestricted measure.

State universities like the University of Illinois are expressions of the faith that the provision of opportunities for higher education is one of the functions of the American Commonwealth. Their history is as old as that of the Nation. The first of them developed in the older states as a part of that democratic ferment of ideas that produced, among other things, the American Revolution, and that brought a new nation into being. In states like the Carolinas, Georgia, and Virginia, they represented a philosophy of education that was inherent in the thinking of the founders of the Nation. As the new Nation expanded, they found their place in the original constitutions of those states formed from the old Northwest Territory, and in many others since. Some of them, like the University of Illinois, were stimulated by the original land grants of the Federal government. Others are of still more recent foundation.

We have never believed, we Americans, that there should be any sort of government monopoly on higher education. We have held that the field was free for private benevolence, for church, and other agencies. The result has been the happy one that institutions of many sorts, with various conceptions of their functions, have grown up together, have influenced and stimulated each other to agreement or to difference. Today it results that even in spite of the sometimes too strenuous pressure toward educational orthodoxy from all sorts of standardizing agencies that has been characteristic of the period now passing our colleges and universities are not altogether of one rigid and monotonous type.

Among all these varieties of institutions, the large state universities like that of Illinois occupy a peculiar position. There is, to be sure, a real sense in which they are like all other large and complex universities. There are many old and well-tried fundamentals with which no university, however founded or maintained, can dispense and remain a university. There must be in all real universities freedom to teach and to investigate. There must not be interference from without in matters of control and policy that are properly within the scope

of the university itself. There must be competence in teaching and research; the determination to press beyond the frontiers of knowledge; opportunity for the great teacher and the distinguished scholar. The state universities which have prospered and grown great are precisely those whose states, like Illinois, have had the wisdom to recognize these things, and so to assure for them the maintenance of those conditions without which a university becomes but an empty name.

But states can only create conditions which make possible the growth of great universities. They can provide wisely for their maintenance and growth, provide responsible boards of control to supervise them and make possible conditions of financial and intellectual security which attract and hold men and women of quality and distinction. But these things do not necessarily create great institutions. Greatness springs out of the life of the institution itself and from no other source. The responsibility of the state university toward the public is as evident, and as important, as is the responsibility of the public toward the university. If, as all experience shows, states cannot wisely lay their hands on the internal control of their universities, if, as has been the case, all attempts to utilize state universities for personal or partisan purposes have reacted disastrously both on the universities and on the partisans, neither can state universities ever conceive of themselves as the instruments of any class, or party, or creed, or faction within the state. Their responsibility is to the public as a whole, and it is with a clear sense of that public responsibility always in the back of their heads that they must go about their business.

I am not concerned to discuss here this morning the responsibility of the State of Illinois toward its University. I am rather concerned with what, in this general and public sense, a university like that of Illinois owes to its state.

Primarily, it owes to it the obligation of being, in the real sense of the term, a state university. Like every other sort of organization, it realizes its full potential-

ties not by attempting to take on the characteristics of any other species, but by attempting to realize to the full the possibilities of the species to which it belongs. The University of Illinois as it develops must, if it is true to itself, develop in those ways and through those policies which are as unfolding of its possibilities, not merely as a university, but as a university maintained by a commonwealth of varied and rich resources and of aspiring life.

It must, in the first place, be responsive to the social philosophy of higher education which has become so clearly evident in state and nation. One of the startling facts of our national life is the sixfold increase, in thirty years, of the proportion of young men and women of college age who are continuing their education in institutions above high school. This percentage has risen from less than three in 1900 to more than eighteen in 1929. The current is too strong to be stemmed by any temporary depression, or by any criticism of the crowding of our colleges. Unless there shall be some marked and relatively permanent change for the worse in our American standard of living, this condition will not pass. Almost unconsciously we have come to a point at which the prolongation of formal education up to the age of maturity has become the normal and accepted state of affairs. Never before in the world has this been possible for the average family. In times of depression it is one of the last opportunities to be surrendered. Those of us who have faith in the future of America must look forward, I firmly believe, to an even wider spread of that philosophy and its consequences. It will not be, as I see it, primarily in terms of vocational preparation that this philosophy will manifest itself. It is a short-sighted and wholly partial view of higher education that measures its value in terms of its money returns to the individual. It must be measured rather in terms of the fact that a new and rapidly changing civilization, complex, confused, and intricate, requires a longer period of preparation if men and women are to lead in it lives of understanding, of happiness, and of usefulness. It must be

measured in terms of the fact that the welfare of the America of tomorrow demands a citizenry educated beyond the point of its citizenry of yesterday. There is, I believe, no other course. With the rapid and revolutionary advances of science, with our new and intricate social and economic structure, with the often startling changes in personal and community relationships all about us, there is a very real sense in which modern civilization has become, as H. G. Wells has pointed out, "A race between education and chaos." Today we can regard higher education as the privilege of an exceptional few only at the cost of sacrificing that widespread lifting of the level of our social intelligence which we so much need.

I believe, then, in this American philosophy of higher education. Its consequences, to be sure, are still a puzzle to the colleges and universities of today. Its manifestations are so new that ancestral voices prophesying woe have not yet ceased among us. Without the universities, many people still calculate its results simply in terms of the fear that there won't be jobs enough to go around, and within academic walls there are still those who lament the legendary—not to say mythological—days when every student was fired with the zeal for learning. But institutions are gradually beginning to define their attitudes in the face of this problem. Some are restricting their numbers, selecting students by capacities or by purpose, or limiting their scope of work more sharply. But in this situation, it seems to me, the state university has a particular responsibility. It must, in the first place, receive those students who come to it with successful records in properly qualified secondary schools. It cannot, in my judgment, do less than this and fulfill its responsibility as a public institution. To all such students it must afford a reasonable opportunity to determine whether they can profit by university life.

It will have, therefore, a student body which is not only large, but exceedingly varied in capacity, in interest, in personality, and in achievement. Naturally, it

must provide, for such a group, a wide range of liberal and professional opportunities. Because of its very size and complexity, such an institution must constantly fight against the insidious temptation to become a sort of educational factory in which the student is the impersonal unit of raw material, and in which the methods of mass production prevail. But our students are not homogeneous. They present, as I have said, the greatest differences. To drift toward a comfortable theory of mass production is easy. It involves merely a multiplication of general rules and regulations, designed to label all conceivable acts in advance, so that all that is necessary in any given case is to determine the proper pigeonhole in which it belongs. The way out is not so simple. It includes, first, recognition of the fact that general regulations should be kept at the absolute minimum. It involves, second, an understanding that the various schools and colleges are in a far better position to know what attainment for their students, and what students are for their purposes worth while, than is the university as a whole. It involves again large opportunities for discretion and individual treatment on the part of those in positions of responsibility. Systematic opportunities for competent advice and guidance must be provided. For exceptional and unusual students must be given a large measure of freedom. I am convinced that, given intelligence and the disposition to do so, the large institution, with its resources and capabilities, is in an exceedingly favorable position to meet the individual problems and needs of its student body. But it can do so only by a resolute determination to study its students, its processes, to set itself definitely in line with those agencies of modern civilization that realize that the only means of dealing with the complex processes of today is by factual study and through the experimental attitude.

A state university like our own has, in other words, come to the time at which it must carefully and continuously carry on a constant revaluation of its own processes. We are not dealing with a relatively static civi-

zation. Both in our professional and in our liberal education the conditions that confront our graduates are in many respects essentially different from those of even ten years ago, and in another decade they will have undergone still further radical alteration. The day is definitely over when curricula can ever long remain unchanged, or when methods and theories that have about them only the merit of antiquity should survive. A state university, of all institutions, cannot take refuge in the easy formula, "It has been so," as an excuse for evading its plain task. Universities like this, new as many of their problems are, must to a large extent make their own precedents. They must be judged, not by facility in imitation or by adherence to tradition, but by whether or not they exhibit that quality of creative-mindedness which is essential in their situation. Universities today are not cloisters. They are instruments for the adjustment of young people to the complex and bewildering life of twentieth-century civilization. With the processes, the needs, the problems, of that civilization they remain out of touch at their peril. The intricate task of a university like Illinois can be met only through the resolute determination to utilize every possible opportunity to study and to experiment with our own processes. Unsupported opinions, and viewpoints adhered to merely because they are traditional, are as much out of place today in universities as they are in industry, and are fraught with the same consequences.

For the University of Illinois there is still another type of responsibility and opportunity. That is in its attitude toward its student environment as a whole. About this campus there are living together more students than are gathered in any area of similar size in the United States. No one who knows anything of young people can be blind to the fact that, during these formative years of college life, the influences that play through this environment cannot be overlooked. In such an environment are opportunities, either for multiplying and reinforcing the processes that lead toward adjustment to modern life, or for negating to a large extent,

by neglect, or by wrong methods, the very ideals for which the university is striving in its classrooms. The importance of our student environment cannot be overlooked. It ought to be a powerful agency for the making of men and women. The task of negative restriction is, of course, only a minor problem in what is essentially a work of stimulation, coördination, and guidance.

After all, we have here, not only students, but a student community, and we have a responsibility to that community. In it, as in our classroom, we are making men and women. Out of that community ought to come people with habits of self-reliance and with a willingness to assume responsibility. The task of the University is not merely the negative one of preventing and punishing breaches of discipline. It is also the more difficult one of helping to secure in that environment happiness, stimulation, adjustment, proper living and working, recreational conditions and opportunities, and the formation of ideals and character.

If I have dwelt this morning chiefly on the responsibility of the state university to its students, it is because it has seemed to me appropriate to consider today our obligations to the state, and of these our responsibility for the students who come to us is the first. I am impelled to add this word. The decade on which we are now entering is, in my judgment, critical for the state universities. Under the influence of the new social philosophy of America toward higher education, they are confronted by a definite choice. Either they must accept the challenge which the public interest in higher education has thrown them, and do their utmost to deal with the vast and complex problem of popular higher education, or they will retreat from reality into an academic world that sighs for simpler problems and less varied tasks, that manifests impatience with all but superior students and traditional ideas, only to waken to the hard fact, when it is too late, that the public demand for higher education is strong enough to build up other types of institutions to meet its needs. If this is not to be the case, the state universities must recog-

nize that they are facing a task not unlike that of the public high schools when, two or three generations ago, secondary education began to be a normal and accepted thing. In this generation the state universities must unquestionably undergo radical transformation, as did the high schools under similar influence. I need not say that such a transformation should not be accompanied by any let-down in standards, in so far as standards represent real achievement. But neither can we necessarily identify standards of work with the preservation of any traditional theory of what education ought to be and do. Our mission is to our own civilization, with its own needs and demands, not to the civilization served by the medieval university or even by those of Europe today.

State universities must reinterpret and reassess their work in the light of their new obligations. They must not be afraid to experiment with new ideas. Here at Illinois we have begun this year a general program of study concerning what we are doing and ought to be doing. This task, in so large and complex an institution, is by no means an easy one. But it must go continuously forward throughout the years. Opinions must yield to fact, tradition to a deepened sense of our responsibilities to the new civilization. Only so will we do our duty to the generation of tomorrow, committed to our care today. These young men and women, stimulated and quickened by their life here, as they go out by the thousand each year into the life of State and Nation, are our prime reason for being, and as we deal with them wisely or perfunctorily we deserve to be commended or condemned.

I have been concerned so far with what might be termed the teaching responsibility of the University. This is the first great duty of any institution like ours. We want, as every institution wants, great teachers. I am not in sympathy with any policy which makes of publication the only yardstick for advancement. There are all too many crimes perpetrated against students and the long-suffering public in the name of research. But still less am I in sympathy with mental laziness that

makes of mediocre teaching an excuse for the avoidance of research. To the really great teacher, as for the great scholar, the highest rewards of the University should be open, but one can no more measure genuine scholarship by pages published than he can measure skill in teaching by the number of hours taught.

A state university has a twofold responsibility for research. Because it is a state university, it ought to be a laboratory for the investigation of problems of importance to its state. It must carry forward investigations of problems having to do with agriculture, with the industries, engineering, with business, social and economic problems, the prevention and care of human suffering, the public schools; in short, there is no important phase of our common life which it should not strive to assist and develop through its activities. It must do its work in these fields never in the spirit of propaganda, but always with that patient and sincere regard for truth which is the mark of the true investigator in any field.

Such an obligation is fundamental and inescapable in a state university. Acceptance of this fact has always characterized the University of Illinois. Many and varied are its contributions to the wealth and welfare of the State, by men who have served and serve this institution.

But the acceptance of this responsibility in no way excuses the state university from its obligations for investigation in directions less immediately practical in character. It must take the whole field of knowledge to be its province. The adventure of pioneering beyond the frontier of knowledge, of helping to remake our world of ideas and so ultimately our lives, is an adventure to which the University of Illinois gladly responds, and to its constant participation in which a long line of illustrious names bears witness.

Thus in research as in teaching, the state university confronts by no means a simple task. From the very nature of its foundation and maintenance, it is committed to certain obligations in the fields of both teaching and research. In teaching, it must deal, not with a

homogeneous and selected group of students, but with great numbers of young men and women of widely different interests and capacities. It must devise ways and means of sending these out from its halls, some of them as leaders, many of them just as competent people, but all of them better adjusted for happier and richer and more useful lives in the world of tomorrow because of their work and their life here. In research, it must touch and vitalize the life of its state at every strategic point, and it must also be true to its function as a university in the search for truth in every field and without question as to its immediate value.

The very complexity of the functions and problems of a state university like our own constitutes a challenge to the wisdom and the vision of us all. There is no fixed formula for the solution of such a problem. This is not the time for the pronouncement of rigid formulas in education. In this rapidly changing civilization of ours, formulas are outworn almost as soon as they are stated. We have less need for formulas than for open and courageous minds, and for creative spirits. Institutions like the University of Illinois are pioneering in a new world. There are no maps to guide them. Precedent and tradition are of diminished value. Our problem in these large state universities is, after all, the tremendous one of the creation of a new type of institution for the needs of a new age.

Set, as we are here, in the midst of a rich, changing, and growing empire, stimulated by its life and its problems, is it too much to hope that the University of Illinois, with its history of courage, vision and devotion, shall write here a new chapter in the history of popular higher education in America? It is, I am convinced, not too much to expect, provided that we remember two things. The first of these is that we must be true to our own spirit; that we shall seek to become, not some other type and kind of university, but a greater and more distinctive state university. And, second, we must always remember that such an achievement can never be the work of one individual, but that it calls for the co-

operation of all those agencies that have a stake in such an enterprise: state, faculty, alumni, students, and our friends and colleagues everywhere.

To this group, assembled here today, and to the general public they represent, I pledge my utmost efforts to such an enterprise. As we rededicate ourselves today to the service of the University of Illinois, it is with the hope and prayer that, for us all, the call of the present hour may lead us to new endeavors and to a future even more illustrious than the past.

Greetings

President BARR:

It is very fitting that at the installation of the President greetings should come to him and to the institution over which he presides from friends of the institution, of the State and the Nation.

We are honored this morning by having with us the Governor of Illinois. The Governor is a member of the Board of Trustees of the University by virtue of his office. He is bringing greetings this morning to President Chase and to the University, as Governor. I am very happy to present Governor Louis L. Emmer-son of Illinois.

Greetings from the State of Illinois

Governor LOUIS L. EMMERSON:

It is indeed a pleasure and a privilege to participate in these exercises today, and to extend to Dr. Harry Woodburn Chase, new president of the University of Illinois, the hand of fellowship and the best wishes of the men and women of our State upon the occasion of his formal inauguration as the directing officer of this great laboratory of science and citizenship.

Without the united support of our people that comes from faith in the purposes and accomplishments of the State University, the attainment of the highest results would be difficult. With that support, realization of all that we expect depends only upon the quality of leadership which Doctor Chase brings to the University, and upon the continuance of that loyal support which for eleven years was accorded his predecessor.

As the representative of the people of Illinois, I pledge to you the moral support of all members of our great Commonwealth. I can assure you that, within the restrictions imposed by our antiquated revenue system, we will continue to extend to the University of Illinois the financial assistance necessary to carry along its work to the highest development.

In return, we ask that the State University will continue to teach men and women to think; that it will never cease in its zeal to further the progress of our people through its scientific discoveries; and that its graduates will be better citizens because of the years which they spend here.

The progress of the human race in its ability to carry on successfully self-government, in the realization of the happiness of living, and in its appreciation of cultural life, is measured by the degree of leadership which the age affords. Illinois congratulates itself that in the person of Doctor Chase it has secured that leadership for

its University which will prove an inspiration to the development of the youth of the State; and at the same time it congratulates Doctor Chase upon the opportunity which is presented to him to so mould the thought of the great body of Illinois students, that years after he shall have completed his work, his influence will remain a powerful cause for good in the life of the State.

Over seventy-five years ago, Illinois pledged itself to offer the opportunities of education to all its people. Its system of free schools, coupled with a compulsory attendance law, has been a material factor in giving the State an outstanding position in the industry, the commerce, and the culture of our nation.

Those early fathers of our free school law soon recognized that, to be effective, education must be offered not as a charity but as a privilege, freely extended to all. Now we have gone farther. Education has ceased to be a privilege, and has become a duty—an obligation which every citizen owes to his child and to the state.

From the dark ages down to the present day, the ruling classes in most countries have doubted the wisdom of extending general education to the masses. The nations of Europe remain more or less apprehensive today. We in the United States have never feared to let a man think, and to that spirit I attribute much of the credit for the almost unbelievable progress which we have made in the short life of our Nation. Other nations doubted and delayed for years the progress of their citizens, their industries and their commerce. We threw open the doors, extending the benefits of liberal education to every boy and every girl willing to seize the opportunity; and in doing so, we have crowded into the last century the progress and the accomplishment which otherwise might well have been spread over double the period of time.

Even here in our own advanced Commonwealth we have some doubters. There are some who honestly question the great expense incident to the continued operation and development of our great schools, and who wonder whether we are not sending more edu-

cated men and women into the Nation than can be properly assimilated in fields of endeavor for which they are fitted.

Of the ability of the great majority of graduates of our universities to find their proper niche in life, I have no fear, and could the doubters understand the great gifts which our State University has given to the causes of human happiness and advancement, I am sure they would no longer question the expenditures which have made those discoveries possible.

Those gifts are written in words that we business men can understand—in the increased productivity of our farm lands, in the development of our dairy, fruit, and poultry industries, and in our State University's contribution to our chemical and engineering sciences. There is today probably no civilized country in the world that has not availed itself of some of the lessons which have been learned here at the University of Illinois.

I would be remiss in my duty if I did not avail myself of this opportunity to express a word of appreciation of the services of Dr. David Kinley. The University of Illinois today stands as a monument to his thirty-seven years of untiring devotion, and its great development in the past few years is due to his inspired leadership, and the unquestioned loyalty of the staff which he gathered about him. Illinois owes him a lasting debt which it expresses today in the gratitude of its people.

May I also express the heartfelt sympathy of Doctor Kinley's legion of friends at the death of his wife this week in Shanghai, China. Her appreciation of the finer things of life, her unwavering loyalty and keen judgment, were an unfailing source of inspiration to Doctor Kinley; and her death is a distinct loss—not alone to her family and her friends, but to the entire State.

Our new president has that same opportunity to win for himself a lasting place in the hearts of men through the advance which he may inspire here during the next few years. Ideals in life are continually changing. Government is being called on to meet constantly increasing

problems. Industry is calling for new discoveries. More and more, men and women are needed who can think. No university which fills the brains of youth with mere facts and figures can be a success. We must send out thinking men—men who will meet the problems of life as they find them, and in solving them leave a golden chain of happiness behind.

And even more important than the engineering progress, the medical discoveries, or the advancement of technical sciences, is the development of the highest ideals of citizenship in the men and women who come under the influence of the staff of our State University. Men and women must be trained for citizenship and for service. The greatest sin which can be committed here is to tear down faith in humanity and in government, and to send forth into our Nation educated men and women with minds centered on a false god—skeptics, pessimists, misbelievers, who find little good in the human race, little good in organized society as we know it, and whose ability to spread their doctrines of doubt is increased through the education extended to them here.

Instead, let us surround the youth of Illinois with an environment that will strengthen character and make for spiritual enrichment. Let us send them forth as missionaries of light, endowed with the love of beauty, with appreciation of liberty, with loyalty to the principles of Washington and Lincoln;—lovable, clean men and women, all awake to the joy of living, the opportunities of friendship, and the responsibilities of human service—one to another.

Again let me extend to Doctor Chase the whole-hearted support of the people of Illinois, in every worth while endeavor which the State University—under his guidance—may undertake. I sincerely hope that under his administration the achievements of this great laboratory of human thought will even surpass those which the University has enjoyed under the directing genius of my good friend Doctor Kinley.

President BARR:

Greetings from the university world in general are brought to us this morning by Dr. Samuel Wesley Stratton, Chairman of the Board and former President of Massachusetts Institute of Technology, an alumnus and former member of the faculty of the University of Illinois, and one of the distinguished scientists and administrators that the University of Illinois has contributed to the Nation. I am happy to present Doctor Stratton.

Greetings from the University World

Dr. SAMUEL WESLEY STRATTON:

It is a great pleasure and a privilege to join with you today, in this—a most important—event in the history of your University; doubly so, as I can rightfully say *our* University of which *we* are justly proud. Proud of the service it has rendered to the great Commonwealth of Illinois, proud of the fact that in the short space of two generations it has become one of the greatest educational institutions in the Country, whose influence extends throughout the land and whose contributions to science and technology have been of great benefit to all mankind.

The state universities have been, from the first, leaders in the application of science to useful ends, the successful combination of theory and practice, the basis of modern scientific methods.

Established at the opportune time, these institutions have been a tremendously important factor in the development of the Middle West, and the West, and in fact the prosperity of our Nation.

In this great work the University of Illinois has been prominent as a leader.

Conspicuous among its graduates are many who have designed and built the railroads and highways, great bridges and other structures, who have developed your water supplies, sources of power, power machinery and public utilities, involving every branch of engineering. They have been leaders in the development of the Country's natural resources, and in building up and operating its great industries, a most enviable record, of which older institutions might well be proud.

A few weeks ago the engineer of the great suspension bridge nearing completion, spanning the Hudson River at New York, and of the longer one soon to span the Golden Gate in California, stated to a group of young

engineers, "We are able to greatly extend the length and efficiency of such structures because of a better knowledge of the materials of construction, and the ability to test more nearly full size specimens." This statement might well have been made in regard to practically all branches of engineering construction, and this possibility has revolutionized their practice. The University was a pioneer in this field of investigation, and through its research laboratories, built up by Professor Talbot and his associates, has long been one of the most prolific sources of information concerning the properties of the materials of engineering and their use: data of the most vital importance in every branch of engineering, and to every industry concerned in their manufacture. Creative work which is of the greatest credit to the University, to the individuals who have carried it out, is world wide as to its useful applications.

As the lengthening of a bridge span, the improvement of the design of a machine, or the efficiency of a process generally involves better or even new materials, every branch of engineering and industry is deeply concerned in the things that make for the improvement in the materials they use.

It is not unusual for these interests to call for the development of entirely new materials with given properties for specific purposes.

In this respect your physical and chemical laboratories have been generous contributors of the underlying data involved, the production of which often requires the most difficult investigations in chemistry and in physics, as to the constitution and properties of materials. For example, the development of the many alloy steels, and the light alloys of aluminum, with definite properties, has revolutionized construction in many fields. The production of a new quick drying coating for automobiles and the processes for converting a larger portion of crude petroleum into lighter fuel were fortunate indeed for the automobile industry.

From the very beginning the Department of Chemistry and later the Department of Physics were encour-

aged to do original investigation. This policy, early established and consistently carried out, has made these laboratories conspicuous agencies in the advancement of knowledge in the fields of physics and chemistry. Knowledge essential to advancement in *every field of science, pure and applied*.

What a splendid record the Department of Architecture has to its credit! One of the first to be established in the Country, and at a time when the temporary structures of the new and growing West were giving way to permanent ones of appropriate design.

From a modest beginning in the first days of the University, the department grew with the needs of the time. The men who have gone out from it are to be found in all parts of the Country, and have taken a most important place in the development of all branches of its architecture, as designers, builders and teachers.

But let us not forget the man, who, with little or no precedent to guide him, had the vision and the courage, the devotion to his profession and the institution, to organize and build up what has become one of our greatest schools of architecture—Professor Ricker—a great teacher who lived and worked for his students, and who was adored by them, who recognized in every man his ability and inspired in each his best effort, who established the traditions which, adhered to by his successors, have resulted in the department, and will ever keep it in the high place which it occupies.

It would be difficult to express the service your College of Agriculture has rendered to agriculture in the State and Country. The College from the beginning has been well equipped for experiments in practical agriculture; it has maintained a splendid scientific experiment station and has taken a leading position in the development of agricultural chemistry.

The University early included on its staff two very great men in the fields of biology, fundamental to agriculture, of which the services of each have been of far greater economic value to the State than the University has cost from its beginning to the present time.

Forbes, a brilliant authority in the field of entomology as applied to agriculture and horticulture, was a man of unusual mental ability and sound scientific judgment, an investigator of the highest type.

The other, Burrill, the botanist, or more specifically, the bacteriologist, whose early work in connection with the bacterial diseases of plants, will long remain a classic second only to that of Pasteur himself. Contemporaneous with that great scientist during the latter years of Pasteur's life, Burrill received direct from him through correspondence and his reports the inspiration that enabled him to extend the doctrines of Pasteur to include the diseases of plants and to other diseases of animals. How well I remember the controversies that waged as to whether bacteria were of the plant or animal world, whether they were the cause or result of disease, whether hog cholera and swine plague were the same thing. It was significant of the man that he recognized at once this probable new field of botany, and proceeded to develop it without prejudice, knowing full well that this procedure would settle these controversies in the end, and it did. Burrill was ever extending the boundaries of the subjects he taught, and had about him a group of enthusiasts who strove to follow in his footsteps—the marks of a great teacher and teaching of the highest order. From these disciples are to be found other great leaders in many institutions carrying out the work of the master, a nobleman in the field of science, to whom the University and the public owe a great debt.

These are but a few of the more conspicuous cases of the men who early established the broad policies which, followed out in all of its departments, scientific or professional, old and new, have made the University of Illinois a great educational institution, and so regarded by its sister institutions from whom I bring the most cordial greetings.

Mr. President: I have had the privilege of knowing all of your predecessors, and I congratulate the University of Illinois in having you as a most worthy successor of that splendid group of men. The problems of

the future will be no less difficult than those of the past, but your friends at other institutions, and all friends of this University, join in wishing for you a long, prosperous and happy administration.

President BARR:

President Edwin Anderson Alderman of the University of Virginia, the oldest in service of the state university presidents of America, an alumnus of the University of North Carolina, from which President Chase comes, a former member of its faculty, and later its President, and since 1904 President of the University of Virginia, was to have brought greetings from the state universities of America. He was on his way here to attend the installation ceremonies when he was taken by death. His passing is a great loss to higher education and, in fact, to the whole South. In his place President Lotus Delta Coffman, of the University of Minnesota, brings us greetings from the state universities of the country. President Coffman, a former member of the faculty of the University of Illinois, past president of the National Association of State Universities, has for the last ten years been President of our great sister institution to the North, the University of Minnesota. I am very happy to present President Coffman.

Greetings from the State Universities of America

President LOTUS DELTA COFFMAN:

In this moment of exaltation of spirit it is fitting that mention should be made of him whom the Committee on Arrangements had chosen to bring the greetings of the state universities upon this important occasion. There was none wiser in the councils of the state university presidents of America; none more eloquent; and none who knew more intimately or held a higher regard for the ability and achievements of the new president of the University of Illinois. Those of us who knew President Alderman admired him for what he believed in, respected him for the things for which he stood, and loved him for the ideals he cherished. His words of greeting will not be uttered; they will find an abiding place in the heart and memory of him whom we are assembled to honor.

Men must go, institutions remain on. New leaders come, one after another, to direct their activities. It has been my good fortune to know four of the presidents of the University of Illinois. I have seen this institution develop and expand under the guiding genius of three of them. Responsive always to intelligent public opinion they never paid truculent tribute to biased minority groups nor followed after the fleshpots of educational sentimentalists. There was a steadfastness of purpose, a stability of program, an adherence to the traditions of a genuine university, in the administrations of Presidents Draper, James, and Kinley, that served as a model and set a standard for the state universities of this Country. The Nation's debt, certainly the debt of the universities of America to these three leaders, cannot be paid by tardy words upon this occasion.

But we come not to write the history of the past,

rather do we come to write the history of the present. We come to pay our respect to a new leader. He is not an untried neophyte. Already he has been tested and found not wanting. Under his guidance the University of North Carolina has exhibited a leadership unexcelled in the South and equalled by but few universities elsewhere throughout this country.

Not often in this day and generation do we find a state university president whom another state would dare to invite to head its university. Too many of them are under investigation. Occasionally, there is one who is more honest or who appears to be more honest than all the rest to whom this signal honor may be paid.

One of the blessings which we enjoy in this democratic Country is that when men of talent and ability are discovered in the educational world they can be moved to fields of greater and even more distinguished usefulness. How important it is that the universities of America and particularly the state universities seek out such men and give them the means and support that they desire! The world has lost faith in large measure in its political leadership because it did not prevent the World War; it now questions its leadership in economics because it did not forecast and prevent the financial depression.

Shall it lose confidence in its educational leadership because it pursues false gods and fails to search after the facts and to state the truth? There was never a time when there was greater need for courageous souls in our universities and when there was greater need for protecting and encouraging them.

Democracies make progress by compromising with the future. Their chief weakness has been their inability to set up remote goals and to strive to attain them. They follow the paths of least resistance because they are most attractive and alluring. They refuse to accept or to ask for expert guidance or service except in the face of a crisis. They are always looking for substitutes for intelligence. The special mission of the state universities is to make the masses receptive to intelligent

leadership as well as to provide their fair share of such leadership.

It is in this spirit, sir, that I act as the spokesman of the state universities of this Country. My greetings are not perfunctory nor casual—they are really an invitation to you to let us join with you in dignifying the worth and in enhancing the usefulness of the institutions we represent. We expect the University of Illinois under its new leadership to exhibit new strength; we expect it to point the way and to lead in the solution of problems vital to human welfare. What it achieves will be our blessing, where it leads we are prepared to follow.

Our greetings are the greetings of more than fifteen thousand men and women who have dedicated themselves to the cause of human learning in the state universities, men and women who steadfastly believe that the values of life can be understood and interpreted only through the processes of education, men and women who look upon our universities as the safeguards of democracy and the exponents of human progress.

President BARR:

Charles Henry Rammelkamp, President of Illinois College for the past quarter of a century, brings greetings from the colleges and universities of the State of Illinois. It is fitting that the President of the oldest college in the State should bring this message from the institutions of higher learning of the Commonwealth.

Greetings from the Universities and Colleges of Illinois

President CHARLES HENRY RAMMELKAMP:

College presidents, it has been said, are among the shortest lived animals in the world. It is a fact that this is the third time I have brought greetings from the colleges of the State to a new president of the University of Illinois. But banish your fears, Mr. President, I am here with another greeting not because the University of Illinois makes frequent presidential changes, but because good fortune, blind trustees, or some other inscrutable destiny has permitted me to "hold on" so long. It is more than a quarter of a century ago that I brought greetings to President James. I was privileged to be present again with a greeting when President Kinley assumed the responsibilities of his high office. And now I also bring you hearty good wishes from the universities and colleges of Illinois.

Whatever disadvantages long service may drag in its wake, it at least gives one an opportunity to say a word based on personal observation and experience. During these years I have seen this University make marvelous strides in its development and in its contributions to the cause of higher education. Since that first greeting I have seen over fifty buildings, many of them magnificent structures, added to your plant; I have seen your faculty increase threefold; your student body quadrupled. I have seen the state appropriation grow from little more than a million to over twelve millions of dollars for the biennium. What a magnificent, dazzling growth it has been in plant and in material resources. But even more significant during these years has been the development of the University of Illinois in standards of scholarship and in its contributions to human knowledge. It stands today not only as one of the

greatest of American universities, but it has its place among the great universities of the world. To become the head of such an institution, Mr. President, must, indeed, put fire into your soul.

But I have witnessed during these years not only the remarkable growth of the University of Illinois, but also the steady development of the colleges of the State. How often have some people, who perhaps do not hear very well, professed to have heard the death knell of the small college. First they said they heard it when the state universities and public high schools began their great expansion; now they say they hear it again when the junior college is coming upon the scene. But, somehow, the college won't accommodate the prophets. It lives on, both as an independent institution and as a part of a university organization. It seems to have a strange, enduring vitality. I started to speak of the growth of the independent colleges in Illinois during the past twenty-five years. For convenience I take the twenty-one colleges in Illinois that are at present members of the North Central Association. I find that their combined endowments have increased by over thirteen million dollars. They have built nearly one hundred buildings, and their combined attendance has increased by over eight thousand students. And I am sure that I speak advisedly when I say that, like the State University, these colleges have not only made noteworthy progress in material resources, but they have also greatly improved their standards, raising higher than ever the ideal of a college education. To complete the comparison I should really also add the figures for the other two universities of the State.

One additional word. I doubt whether there is a state in the Union where the relations between the state university and the colleges have been more cordial and helpful. Naturally the University holds a position of powerful leadership in the State and it has shown the courage of its convictions in insisting upon high standards. But it has always shown a sympathetic spirit and has never failed to lend a helping hand. During the

years that I have labored for the college with which I am connected, I have never had better nor more helpful friends than President James and President Kinley. My colleagues, I feel sure, would bear similar testimony, were they privileged to speak. Mr. President, you have come to a state where there exists a strong tradition of sympathy and friendliness between the State University and the colleges. Let us cherish that tradition.

President BARR:

The faculty of the University of Illinois contains and has contained throughout its history the names of scholars of national and international reputation. For this faculty, over which our new President is called to preside, greetings will be presented by Professor James Wilford Garner, Head of the Department of Political Science, and himself a scholar of repute in the field of international relations.

Greetings from the University of Illinois Faculty

Professor JAMES WILFORD GARNER:

I count it both an honor and a pleasure to be permitted to speak for the faculty in welcoming Doctor Chase to the presidency of the University of Illinois. The task of doing this—if I may call it such—is greatly lightened by the consciousness which I have that in the cordiality of its feeling and the heartiness of its welcome, the sentiment of those for whom I speak is not only genuine and spontaneous, but it is unanimous.

Measured by the footrule which history and custom usually apply in evaluating the life of an institution, the University of Illinois is still in its youth. As such it has both the element of weakness and the element of strength, which we associate with youth, and upon whichever side the balance of preponderance of weight between the two may lie, we can at least felicitate you upon having come to the presidency of a university in which your hands are untied and your opportunities for achievement are unhampered by the impediments of archaic traditions.

In another and more important respect, Mr. President, good fortune is on your side. This University occupies and always has occupied a deep place in the affections of this Commonwealth. It has been generously and liberally supported by its legislature and its government. There have sometimes been differences of opinion as to how much should be appropriated for its support, but there has never been any difference of opinion that this support should be liberal and generous.

It has also been the good fortune of this University never to have been, from the beginning, the object of political interference or even an investigation by a fault-finding legislature. Ladies and gentlemen, it is a tribute

to all who have been responsible for the direction of the affairs of this University that they have never furnished an occasion or an excuse for it. It is equally a tribute to those who have directed the political affairs of the Commonwealth that they have never once sought to create or find an excuse for it. Governors—Democrats and Republicans alike—have been its friends. Not one of them has ever attempted to use the University for the advancement of his own political interests or those of his party.

If the University of Illinois has achieved any standing among the universities for which it has any reason to be proud, if it has served in any degree the educational, scientific and economic interests of this State, that success has been due, in no small degree, to the unbroken immunity from political interference which it has enjoyed from the beginning. Every taxpayer and every citizen of this State, in my opinion, ought to be grateful for the fact that the practices of the two great political parties of this State have always ceased at the edge of the campus. This is a civilized standard. It is one which may be commended to those states which have not yet adopted it.

In passing, Mr. President, I may remark that the alumni, who have at one time been a source of anxiety and distress to the university presidents, as far as I know have never caused the Presidents of the University of Illinois any concern. On the contrary, they have been a source of power and sympathy. I see no cause, therefore, Mr. President, why for this reason you should ever find yourself in the mental state of a certain university president mentioned by the biographer of the late Dean Briggs who on one occasion said that he had an ambition to be promoted some day to the wardenship of a state penitentiary, because that was an institution the graduates of which never desired to come back.

Ladies and gentlemen, the length of my speech has been limited by the committee on the program. They did not even give me the latitude which the President of Yale University is said to have given an eminent theo-

logian who came there to preach. He asked the President how long he would be permitted to talk and the President said, "Sir, you are at liberty to talk as long as you please, but I ought to say that there is a tradition at Yale University that there have never been any conversions after the first twenty minutes." The committee warned me that I must not even make an attempt at any conversions after the first five minutes.

Under these circumstances, Mr. President, I only have time to say that I know I speak what is in the heart of every member of the faculty of this University, that we welcome your collaboration, we welcome your leadership, we hope it may prove to be as long of duration as it gives evidence of being distinguished in character, and we pledge you our loyal coöperation in your effort to carry forward to the highest achievement the all important task which you have assumed.

President BARR:

Since the University was founded, one hundred thousand students have entered its doors. They are intensely interested in the exercises today. The President of the general Alumni Association is here this morning to speak for that body and I now introduce Mr. Frank Hotchkiss McKelvey, President of the Alumni Association of the University of Illinois, who will speak to us.

Greetings from the Alumni

MR. FRANK HOTCHKISS MCKELVEY:

I am here today as a representative of over one hundred thousand graduates and former students of the University of Illinois, coming as they do from practically every city, town, village, and rural community in our State. These men and women make up the great Illini family and are keenly interested in everything concerning the welfare of their Alma Mater. The election of Dr. Harry Woodburn Chase to the presidency met with their hearty approval. We believe he is able to further this great educational project. While it is a distinct honor to be head of such an important institution, it is also one of opportunity—an opportunity to help shape the destiny of those who may come under his supervision.

There is no way to judge the future but by the past—looking backward to look forward. Doing so there is much reason to anticipate great things yet to come. Only a brief survey of the history of this University from its meager beginning in 1869 as an agricultural college reveals its progress in so much that it is hard to imagine the many things yet possible.

We are living in a tremendously serious time. Never before in the world's history has there been such a crying need for trained men and women who will stand by their convictions. Our confidence in the work of the University of Illinois makes us feel that it will continue to measure up to a high place of excellency among similar institutions.

We alumni take no little pride in the fact that several of our number had considerable to do in bringing Doctor Chase here. Mr. George A. Barr, class of 1897, President of the Board of Trustees, was chairman of the Board's committee on the presidency, and it was he who made the final report and recommendation to the Board

on February 20, 1930. Other alumni were on the committee with Mr. Barr—Mr. Merle J. Trees, class of 1907, and Mr. J. W. Armstrong, class of 1893. Another of our alumni, Mr. Robert F. Carr, class of 1893, as head of the alumni committee, spent a great deal of time traveling about the country and getting information first hand about the various educators. On this committee with Mr. Carr were Judge F. L. Wham, class of 1909, and Mr. C. S. Pillsbury, class of 1907.

Although I emphasize the alumni interest, it is well known that the election of Doctor Chase to the presidency of our University, and his acceptance, greatly pleased the faculty, students, and citizens in general.

Officially I speak for the alumni, but the alumni so overlap into other divisions of people that I feel I speak for all. Many of the faculty are alumni, the students are the alumni of tomorrow and thousands are among the citizenry of our State and Nation. All of us believe in Doctor Chase and trust his years of experience will prove to be the preparation for his masterpiece, the University of Illinois.

To you, Doctor Chase, in behalf of the thousands who have passed through the doors of this University, I wish you 'Godspeed' and extend to you the right hand of fellowship.

President BARR:

The coöperation of the faculty of the University is tremendously important. The good will of the people of the State is important. The help of the alumni, if not too prominent, is desirable. But the good will of the student body is necessary. For the twelve thousand young men and women in the University at this time, the President of the Student Council, which is a body representing all the various student activities, brings greetings from the entire student body to our new President, and I am very pleased to introduce Vernon Leslie Kretschmer of the class of 1931—quite a ways from 1897—to present those greetings.

Greetings from the Student Body

MR. VERNON LESLIE KRETSCHMER:

On behalf of the undergraduate students at the University of Illinois, I have the honor of welcoming President Chase at this, his formal inauguration to the duties of his high office. The welcome I now convey is a genuine one, because during the eight months' contact with President Chase, which the student body has already enjoyed, we have found in him a man whose interests are whole-heartedly those of the undergraduate student. We have found him ready and willing to listen to our suggestions for improvement in campus affairs. President Chase, while he has retained all of the dignity of the office as president of this great institution, has at the same time endeared himself to all students by the cordial contacts he has established on every available occasion. President Chase is regarded by us not only as an eminent educator, but also as a regular fellow. The student body has been quick to appreciate the interest of our new president in the problems of the undergraduate students, especially those problems which arise from the concentration of many thousands within the confines of one small campus. President Chase has pledged his support to the students in working out a solution to their various difficulties. As president of The Student Council, I am sure I only carry out the trust imposed on me by the undergraduates of this institution when I pledge to President Chase the support of the student body in making this the kind of a university that he wishes it to be. This, ladies and gentlemen, is the simple yet sincere welcome which the students of the University of Illinois now extend, through me, to President Chase.

Conferring of Honorary Degrees

President BARR:

At this time President Chase will take charge of the matter of presenting honorary degrees.

President CHASE:

It is especially fitting at this time that the University of Illinois should honor certain people who have achieved greatness either through service on its own faculty or to our own State or to the cause of education in general. Of those who are honored this morning I will ask Dean Herbert Mumford of the College of Agriculture to present the first recipient of the honorary degree.

DEAN EUGENE DAVENPORT

Dean HERBERT WINDSOR MUMFORD:

Mr. President, I present to you Eugene Davenport, scientist, educator, and author, pioneer in experimental work for the betterment of agriculture, devoted administrator and guardian of the University's welfare, beloved among his colleagues, whom it is our pleasure to honor.

Trained in practical and scientific agriculture, he was called to the University in 1895 to join that group of distinguished men who were to exert such an influence upon the destiny of the institution. Here he entered upon an ambitious and aggressive program as dean of the College of Agriculture and later as director of the Agricultural Experiment Station, reorganizing the work of the college and winning such support for its program that what had been one of the weakest departments of the institution achieved a prominent place in the University. Later, the opportunity for advisory war service, the vice-presidency of the University and his retirement to an active writing career from his farm home

have occupied his high talents. With vision and interests reaching beyond the field of agriculture, he has been instrumental in guiding educational policies along lines consistent with the purposes and ideals of a democracy.

His unstudied courtesy and sincerity endeared him to students and associates; his enthusiasm and geniality are infectious. Loyal always in his devotion to the best interests of the institution and the Commonwealth he served with effective power for nearly thirty years, he is a man of the first rank, honored, respected, and affectionately regarded by those who know him.

President CHASE:

Dean Davenport, in accordance with the recommendations of the University Senate and by the authority of the Board of Trustees of the University (of Illinois), I confer upon you the Degree of Doctor of Laws, and in token of that present you with this diploma and invest you with this hood.

The second recipient of the University Degree of Doctor of Laws will be presented by Professor Larson, head of the Department of History of the University of Illinois.

PROFESSOR EVARTS BOUTELL GREENE

Professor LAURENCE MARCELLUS LARSON:

In the autumn of 1894 there came to the campus at Urbana a young man from the Harvard Graduate School to take a position as assistant professor of history. He came at a time when Illinois had not yet made up her mind to become one of the foremost universities in the land but he soon became identified with a small group of remarkable men who were actively moving toward such a decision.

He remained at Illinois for nearly thirty years, serving as professor and head of his department and for seven years as dean of the College of Literature and Arts. As dean he came to realize the advisability of organizing all the forces of the arts and sciences into one compact

administrative unit. That this was successfully achieved was due in no small measure to the tact and the wisdom that he employed in the delicate task of reconciling diverging interests.

Of his fame as a teacher in classroom and seminar, of his influence in the councils of the University, of his tireless interest in every effort to promote the study of Illinois history, of the variety of services that he rendered to the campus and the community, of the high regard in which he was held by the leaders in the work of education throughout the State—of these matters I need not speak; they are recorded in the memories of hundreds of men and women in this audience. But though his energies went out into many directions he never ceased to be a scholar. He has explored the sources of American history at many points, but most of all he has tilled the colonial field. Only the other day he published a brilliant and courageous address on “Persistent Problems in Church and State.”

Perhaps the quality of his scholarship comes out most clearly in one of his more recent works, “A New Englander in Japan.” It is a most remarkable study, remarkable for its profound insight, for its unusual restraint, and for its strong and stately English. Two years ago the American Historical Association gave recognition to these high qualities of scholarly production by electing the author to its presidency, in this way bestowing upon him the greatest distinction and the highest honor in its gift.

We mourned when our friend withdrew from Illinois, but he had built his life into the very foundations of this immense institution, and we knew that the great gift of the past would continue to be ours. I therefore esteem it a great honor, Mr. President, to be allowed to present to you Evarts Boutell Greene, one of the builders of the University of Illinois.

President CHASE:

Professor Greene, in accordance with the recommendations of the University Senate and by the authority of

the Board of Trustees of the University, I confer upon you the Degree of Doctor of Laws, and in token of that present you with this diploma and invest you with this hood.

Dean Babcock will present the next recipient of the Degree of Doctor of Laws.

PRESIDENT CHARLES HENRY RAMMELKAMP

Dean KENDRIC CHARLES BABCOCK:

Charles Henry Rammelkamp, for twenty-six years President of Illinois College and historian of the first century of its notable service to higher education in Illinois and in the Mississippi Valley; staunch supporter of historical scholarship as Trustee of the Illinois State Historical Society; and sagacious leader and councilor in educational affairs in the North Central area. A son of New York, educated in the broad traditions of Cornell University, and baptised into the spirit of the West in California and in Illinois, he now welcomes for the third time a new president of the University of Illinois who will admit him to full membership in the Tribe of the Illini with all the rights, privileges, and immunities thereunto belonging.

President CHASE:

President Rammelkamp, in accordance with the recommendations of the University Senate and by the authority of the Board of Trustees of the University, I confer upon you the Degree of Doctor of Laws, and in token of that present you with this diploma and invest you with this hood.

Dean Ketchum of the College of Engineering of the University of Illinois will present the fourth recipient of the degree.

PROFESSOR ARTHUR NEWELL TALBOT

Dean MILO SMITH KETCHUM:

Arthur Newell Talbot, a native son of the State of Illinois, a graduate of the University of Illinois with the class of 1881, a member of the engineering faculty of his Alma Mater since 1885, and a civil engineer of international reputation. With his well trained mind and his high ideals he has had an outstanding influence in developing high standards of engineering education in the University and in the Nation. He was a pioneer in introducing laboratory instruction in engineering materials and applied mechanics in the engineering curriculum and he has been a leader in developing engineering research both in universities and in the industries. The first bulletin of the Engineering Experiment Station was written by Professor Talbot and it was followed by more than twenty-five bulletins on reinforced concrete, hydraulics, mechanics of materials, and properties of materials that have contributed in a large measure to the reputation of the Engineering Experiment Station and have given Professor Talbot a national and international reputation as a leader in engineering research. Professor Talbot's researches on railroad track and on reinforced concrete have resulted in great savings to the railroads and to other industries and have contributed greatly to the saving of life and the betterment of mankind. In addition to his University duties Professor Talbot has carried on an active engineering practice and has maintained a close contact with engineers and engineering societies. One of his early achievements was the invention and development of the septic tank for the treatment of sewage. Professor Talbot has served as consulting engineer on many commissions, the most important of which were the San Francisco Bridge Committee and the Galveston Causeway.

Professor Talbot's accomplishments have brought him many honors, including election as president of the American Society of Civil Engineers, the American Society for Testing Materials, the Society for the Promo-

tion of Engineering Education. He has been made an honorary member of a long list of engineering societies which includes the American Society of Civil Engineers, the American Society for Testing Materials, and the American Water Works Association. He has been the recipient of many distinguished awards and medals in Engineering, including the Turner Medal for his investigations in reinforced concrete, the Franklin Institute Medal for his investigations of the stresses in railroad track, and the Washington Award for his contributions to engineering education and to the welfare of mankind.

Professor Talbot was given the honorary Degree of Doctor of Science by the University of Pennsylvania in 1915 and the honorary Degree of Doctor of Engineering by the University of Michigan in 1916.

Arthur Newell Talbot, civil engineer, teacher, research investigator, author, a man of vision, a man of high ideals, beloved by all who have known him, and a friend of mankind. The University Senate presents him for the honorary Degree of Doctor of Laws.

President CHASE:

Professor Talbot, in accordance with the recommendations of the University Senate and by the authority of the Board of Trustees, I confer upon you the Degree of Doctor of Laws, and in token of that present you with this diploma and invest you with this hood.

Conclusion of Exercises

President BARR:

As has been referred to by the Governor of Illinois, the University has suffered a great sorrow. I refer to the death of Mrs. Kinley, wife of our beloved former president, and now President Emeritus of the University. Mrs. Kinley was for many years very active in the life of the University and was loved by everyone who knew her. I extend to Doctor Kinley our deepest sympathy. The Board of Trustees of the University has already cabled Doctor Kinley a message of sympathy. Mrs. Kinley's death is a great loss.

We are now at the close of these exercises. May I suggest that the audience after the Benediction has been pronounced remain seated until the procession has passed out of the room. The exercises will now be closed by Benediction which will be pronounced by Bishop White.

Benediction

Bishop WHITE:

The grace of our Lord Jesus Christ, the love of God, and the fellowship of the Holy Ghost be with you all ever more. AMEN.

Recessional

At the conclusion of the exercises the audience remained seated while the newly installed President, his party, and the official delegates filed out of the New Gymnasium and marched back to the points of assemblage in the Library.

Delegates

UNIVERSITIES AND COLLEGES

- | | |
|--|---|
| University of Mexico (1551)
DAVID HOBART CARNAHAN, Ph.D. | University of North Carolina
(1789)
FRANK PORTER GRAHAM, A.M.,
LL.D. |
| Harvard University (1636)
WALTER TAYLOR FISHER, A.B.,
LL.B. | HOWARD WASHINGTON ODUM,
Ph.D. |
| Yale University (1701)
EDWARD CHAUNCEY BALDWIN,
Ph.D. | University of Vermont (1791)
GEORGE PHILIP TUTTLE, B.S. |
| University of Pennsylvania
(1740)
ALBERT RIDGELY BRUNKER, B.S. | Williams College (1793)
STUART J. TEMPLETON, LL.B. |
| Princeton University (1746)
HOWARD CRATHORNE PHILLIPS,
C.E. | University of Tennessee (1794)
BERNADOTTE EVERLY SCHMITT,
M.A. (Oxon.), Ph.D. |
| Washington and Lee Univer-
sity (1749)
HOWARD VERNON CANTER, Ph.D. | Union College (1795)
RALPH DECKER BENNETT, Ph.D. |
| Columbia University (1754)
EVARTS BOUTELL GREENE, Ph.D.
CHARLES CLARENCE WILLIAMSON,
Litt.D., Ph.D. | University of South Carolina
(1801)
DAVIDSON McDOWELL DOUGLAS,
A.M., D.D., LL.D. |
| Brown University (1765)
CHARLES MARSHALL POOR, Ph.D. | Ohio University (1804)
ELMER BURRITT BRYAN, LL.D.,
L.H.D. |
| Rutgers University (1766)
HOWARD ELTING, D.Sc. | JOHN R. JOHNSTON, A.B. |
| Dartmouth College (1769)
LEON BURR RICHARDSON, A.M. | Miami University (1809)
ALFRED HORATIO UPHAM, Ph.D.,
LL.D. |
| Dickinson College (1783)
JOHN A. KINNEMAN, A.M. | Allegheny College (1815)
FREDERICK STEPHEN BREED,
Ph.D. |
| University of Pittsburgh
(1787)
ELMER ALLEN HOLBROOK, E.M. | University of Michigan (1817)
CLARE ELMER GRIFFIN, Ph.D. |
| Georgetown University (1789)
ROBERT E. WARD, A.B. | St. Louis University (1818)
ROBERT S. JOHNSTON, A.M. |
| | Centre College (1819)
FRANK L. RAINEY, Sc.D., LL.D. |

- Colby College (1820)
HERBERT SHAW PHILBRICK, A.M.,
D.Sc.
- Indiana University (1820)
JOHN WILLIAMS CRAVENS, A.M.
WILLIAM J. MOENKHAUS, Ph.D.
- George Washington University (1821)
CLOYD HECK MARVIN, Ph.D.,
LL.D.
- Hobart College (1822)
MURRAY BARTLETT, A.M., LL.D.
- Kenyon College (1824)
BERNARD LEVI JEFFERSON, Ph.D.
- Lafayette College (1824)
WILLIAM MATHER LEWIS, LL.D.,
Litt.D.
- Rensselaer Polytechnic Institute (1824)
GEORGE TERRY HORTON, C.E.
- Western Reserve University (1826)
WALTER JAMES GRAHAM, Ph.D.
- Hanover College (1827)
WILLIAM ABBOTT OLDFATHER,
Ph.D.
- Shurtleff College (1827)
GEORGE MILTON POTTER, A.M.,
LL.D.
- University of Toronto (1827)
MALCOLM WILLIAM WALLACE,
Ph.D.
- Illinois College (1829)
CHARLES HENRY RAMMELKAMP,
Ph.D.
- Denison University (1831)
AVERY ALBERT SHAW, A.M.,
D.D., LL.D., D.C.L.
- New York University (1831)
JOHN STANLEY CRANDELL, B.S.,
C.E.
- Wesleyan University (Connecticut) (1831)
MARTIN JOHN PRUCHA, Ph.D.
- Wabash College (1832)
LOUIS BERTRAM HOPKINS, A.M.,
LL.D.
- University of Delaware (1833)
WALTER HULLIHEN, Ph.D., LL.D.
- Oberlin College (1833)
JOHN OSCAR LOFBERG, Ph.D.
FRANK HOLCOMB SHAW, B.Mus.,
M.Mus.
- Tulane University (1834)
PAUL BROSMAN, LL.B., J.S.D.
- Union University (1834)
HENRY EUGENE WATTERS, A.M.,
D.D., LL.D.
- Wheaton College (Massachusetts) (1834)
BEATRICE A. BLODGETT
- Albion College (1835)
FREDERIC ARTHUR RUSSELL,
Ph.D.
- Duke University (1835)
WILLIAM PRESTON FEW, Ph.D.,
LL.D.
- Marietta College (1835)
EDWARD SMITH PARSONS, A.M.,
L.D.H., LL.D.
- Union Theological Seminary (1836)
MELVILLE T. KENNEDY, A.M.,
D.D.
- DePauw University (1837)
G. BROMLEY OXNAM, S.T.B.,
D.D., LL.D., Litt.D.
- Knox College (1837)
WILLIAM LONGSTRETH RAUB,
Ph.D.

- University of Louisville (1837)
HARVEY FRANCIS RAWLINGS,
M.D.
- Marshall College (1837)
JOHN RIPLEY YOUNG, A.M.
- Mount Holyoke College (1837)
MRS. ROGER ADAMS, A.M.
- Acadia College (Canada)
(1838)
EDWARD HERBERT CAMERON,
Ph.D.
- Erskine College (1839)
THOMAS WHITFIELD BALDWIN,
Ph.D.
- University of Missouri (1839)
FREDERICK BLACKMAR MUMFORD,
M.S., D.Agr.
- Mount Morris College (1839)
C. ERNEST DAVIS, B.S.L., A.M.
- Virginia Military Institute
(1839)
MONROE F. COCKRELL
- Queen's University (Canada)
(1841)
JAMES FAIRLIE, A.M.
- The Citadel (1842)
WALTER MICKLE SMITH, B.S.,
C.E.
- Iowa Wesleyan College (1842)
JOHN THEODORE BUCHHOLZ, Ph.D.
- University of Notre Dame
(1842)
CHARLES LEO O'DONNELL, C.S.C.,
Ph.D., Litt.D., LL.D.
- Williamette University (1842)
CHARLES SIDNEY CUTTING, A.B.,
LL.D.
- Wheaton College (Illinois)
(1843)
JAMES OLIVER BUSWELL, JR.,
B.D., D.D.
- Hillsdale College (1844)
FRANK SMITH, A.M., Sc.D.
- Baylor College for Women
(1845)
JOHN CRUMPTON HARDY, LL.B.,
LL.D.
- Wittenberg College (1845)
HENRY A. HANSON, A.M.
- Beloit College (1846)
IRVING MAURER, A.M., D.D.,
LL.D.
- University of Buffalo (1846)
SAMUEL PAUL CAPEN, Ph.D.,
L.H.D., Sc.D., LL.D.
- Carroll College (1846)
LLOYD SLOTE DANCEY, A.M.
- MacMurray College (1846)
CLARENCE PAUL MCCLELLAND,
D.D., S.T.D.
- Mount Union College (1846)
CHARLES RAYMOND ROSS, Ph.D.
- College of the City of New
York (1847)
EVERETT D. HOOD, A.B., B.D.
- Earlham College (1847)
ERNEST ATKINS WILDMAN, Ph.D.
- Grinnell College (1847)
HUDSON H. PITTMAN, B.D.
- University of Iowa (1847)
CLEMENT C. WILLIAMS, B.S., C.E.
- Lawrence College (1847)
GLEN BUCK, D.B.A.
- Rockford College (1847)
WILLIAM ARTHUR MADDOX,
Ph.D., LL.D.
WILLIAM F. ENGLISH, JR., A.B.,
B.D.
- University of Wisconsin (1848)
JAMES DAVID PHILLIPS, B.S.

- Michigan State Normal
College (1849)
JOHN ALVAN SELLERS, Ph.D.
- William Jewell College (1849)
ALLEN J. MOON, A.M., LL.D.
- Butler University (1850)
JAMES WILLIAM PUTNAM, Ph.D.
- Capital University (1850)
OTTO MEES, D.D., LL.D.
- Hiram College (1850)
RAY LEPLEY, Ph.D.
- Illinois Wesleyan University
(1850)
WILLIAM J. DAVIDSON, A.B.,
S.T.B., D.D., LL.D.
- University of Rochester (1850)
SAMUEL MACK HAVENS, A.M.,
LL.B.
- University of Minnesota
(1851)
LOTUS DELTA COFFMAN, Ph.D.,
LL.D., D.S.Ed., L.H.D.
- Northwestern University
(1851)
ADDISON HIBBARD, A.M.
- College of the Pacific (1852)
NATHAN WILLIAM MACCHESNEY,
LL.B., LL.M., LL.D.
- Cornell College (1853)
HERBERT JOHN BURGSTAHLER,
A.B., S.T.B., D.D., LL.D.
- Roanoke College (1853)
WILLIAM RILEY PARKER, A.M.
- Washington University (1853)
OTTO HELLER, Ph.D.
GEORGE REEVES THROOP, Ph.D.,
LL.D.
- Western College for Women
(1853)
SUSAN WADE PEABODY, Ph.D.
- Hamline University (1854)
ALFRED FRANKLIN HUGHES,
A.M., D.D.
- Polytechnic Institute of
Brooklyn (1854)
JOHN TAYLOR PIRIE, A.B.
- Berea College (1855)
KEY LEE BARKLEY, Ph.D.
- Eureka College (1855)
SAMUEL GLENN HARROD, Ph.D.
- Pennsylvania State College
(1855)
RALPH DORN HETZEL, LL.D.
- Birmingham-Southern College
(1856)
WILLIAM HOMER SPENCER,
Ph.B., J.D.
- Lake Erie College (1856)
LOTTIE E. MUNN, Ph.D.
- Alfred University (1857)
CLARENCE L. CLARKE, Ph.D.
- Illinois State Normal Univer-
sity (1857)
HARRY A. BROWN, A.M., Ed.D.
- Lake Forest College (1857)
HERBERT McCOMB MOORE, D.D.
- Michigan State College (1857)
ROBERT SIDEY SHAW, B.S.A.,
Dr.Agr.
- Baker University (1858)
BEULAH MAY ARMSTRONG, Ph.D.
- Iowa State College (1858)
ROBERT GRAHAM, B.S., D.V.M.
- Mount Allison University
(1858)
WILLIAM HENRY IRVING, Ph.D.
- Cooper Union (1859)
GEORGE F. BATEMAN, B.E., M.E.

- Whitman College (1859)
HUGH ELMER BROWN, B.D., D.D.
- Louisiana State University
(1860)
JAMES F. BROUSSARD, A.M.,
Officier d'Academie
- Massachusetts Institute of
Technology (1861)
SAMUEL WESLEY STRATTON,
Ph.D., D.Eng., Sc.D., LL.D.
- North Central College (1861)
EDWARD EVERETT RALL, Ph.D.
- Vassar College (1861)
VIRGINIA BARTOW, A.M., Ph.D.
- Ontario Agricultural College
(Canada) (1862)
ALFRED THEODOR WIANCKO,
B.S.A.
- University of South Dakota
(1862)
HERMAN GERLACH JAMES, J.D.,
Ph.D.
- Kansas State Agricultural Col-
lege (1863)
WILLIAM PATRICK HAYES, Ph.D.
- Bates College (1864)
JOHN PERLEY SPRAGUE, A.B.,
M.D.
- University of Denver (1864)
ROGER SPENCER SWEET, A.M.
- University of Nevada (1864)
LAURENCE LARKIN QUILL, Ph.D.
- Swarthmore College (1864)
FRANCIS GRANT BLAIR, B.S.,
LL.D., Ed.D.
- Cornell University (1865)
ROBERT MORRIS OGDEN, Ph.D.
- Indiana State Teachers Col-
lege (1865)
P. D. WILKINSON, Ph.D.
- Lehigh University (1865)
ALFRED COPELAND CALLEN,
E.M., M.S.
- Ottawa University (Kansas)
(1865)
HAROLD HEATON BAILEY, Ph.D.
- University of Kansas (1865)
ERNEST HIRAM LINDLEY, Ph.D.
- University of Kentucky (1865)
THOMAS POE COOPER, B.S. in Agr.
- University of Maine (1865)
HARVEY HERBERT JORDAN, B.S.
- Worcester Polytechnic Insti-
tute (1865)
ELLERY BURTON PAINE, M.S.,
E.E.
- University of New Hampshire
(1866)
HERBERT FISHER MOORE,
M.M.E., D.Sc.
- Morgan College (1867)
JOHN OAKLEY SPENCER, Ph.D.,
LL.D.
- St. Viator College (1867)
JOHN W. R. MAGUIRE, C.S.V.,
Ph.D.
- Simpson College (1867)
JOHN E. EVANS, S.T.B., D.D.
- State Teachers College
(Missouri) (1867)
EUGENE FAIR, Ph.D.
- College of Wooster (1868)
GEORGE FOSS SCHWARTZ, A.M.,
B.Mus.
- University of California (1868)
WILLIAM BENSON STOREY, Ph.B.,
LL.D.
- Wells College (1868)
KERR DUNCAN MACMILLAN,
S.T.D.

- Boston University (1869)
GAY CHARLES WHITE, A.M.,
S.T.B., D.D.
- Purdue University (1869)
EDWARD CHARLES ELLIOTT,
Ph.D., LL.D.
- University of Nebraska (1869)
THEOS JEFFERSON THOMPSON,
Ph.D.
- University of Akron (1870)
GEORGE FREDERICK ZOOK, Ph.D.
SLEETER BULL, M.S.
- Carthage College (1870)
JACOB DIEHL, A.M., D.D.
- Canisius College (1870)
RUDOLPH JOSEPH EICHHORN, S.J.,
A.M., D.D., LL.D.
- University of Cincinnati
(1870)
GUY ALAN TAWNEY, Ph.D.
- Colorado Agricultural College
(1870)
ARTHUR DAVID MOINAT, Ph.D.
- Loyola University (Chicago)
(1870)
ROBERT M. KELLEY, S.J., A.M.,
LL.D.
- Stevens Institute of Technol-
ogy (1870)
MORGAN BROOKS, M.E., Ph.B.
- Syracuse University (1870)
HORACE AINSWORTH EATON,
Ph.D.
- Wilson College (1870)
MRS. ALFRED COPELAND CALLEN,
A.B.
- Elmhurst College (1871)
HOMER H. HELMICK, Ph.D.
- University of Arkansas (1871)
JOHN CLINTON FUTRALL, A.M.,
LL.D.
- Alabama Polytechnic Institute
(1872)
LUTHER FULLER, B.S.
- Drury College (1873)
PAULINE D. McCANDLESS, A.B.
- Georgia State College of Agri-
culture and the Mechanic
Arts (1872)
ANDREW MACNAIRN SOULE,
Sc.D., F.R.S.A., LL.D.,
D.Agr.
- Ohio State University (1872)
WILLIAM OXLEY THOMPSON,
D.D., LL.D.
- University of the City of
Toledo (1872)
HENRY JOHN DOERMANN, A.M.,
Ed.D.
- Southeast Missouri State
Teachers College (1873)
JOSEPH ARCHIBALD SERENA, A.B.,
LL.D.
- Vanderbilt University (1873)
EDWIN MIMS, Ph.D.
- Colorado College (1874)
CHARLES CHRISTOPHER MIEROW,
Ph.D., LL.D.
- Colorado School of Mines
(1874)
THOMAS JEFFERSON HOLMES,
M.S., C.S.M., LL.B.
- Rose Polytechnic Institute
(1874)
DONALD BISHOP PRENTICE, M.E.,
Ph.B., A.M.
- St. Olaf College (1874)
WILLIAM CLARENCE BENSON,
A.M.
- Brigham Young University
(1875)
WILLIAM ERNEST CARROLL, Ph.D.

- George Peabody College for Teachers (1875)
BRUCE RYBURN PAYNE, Ph.D., LL.D., D.Ed., D.Litt.
- Southwestern University (1875)
CHARLES EDWARD DIEHL, A.M., LL.D.
- Wellesley College (1875)
BERTHA K. STRAIGHT, A.M.
- Johns Hopkins University (1876)
ARTHUR BYRON COBLE, Ph.D.
- University of Colorado (1876)
WHITNEY CLARK HUNTINGTON, M.S., C.E.
- University of Oregon (1876)
LUTON ACKERSON, B.Sc. (Oxon.), Ph.D.
- University of Western Ontario (Canada) (1878)
WILLIAM SHERWOOD FOX, Ph.D., D.Litt., LL.D., F.R.S.C.
- Radcliffe College (1879)
MRS. MORGAN BROOKS, A.M.
- Sam Houston State Teachers College (1879)
ARTHUR BEVERLY MAYS, A.M.
- Bridgewater College (1880)
DAVID HENRY HOOVER, Ph.D.
- Case School of Applied Science (1880)
WILLIAM REED VEAZEY, Ph.D.
- Coe College (1881)
FRED H. CURRENS, Ph.D.
- Connecticut Agricultural College (1881)
CHARLES C. COMPTON, B.S.
- Eastern State Teachers College (South Dakota) (1881)
RUTH C. KRUEGER, B.S.
- Marquette University (1881)
HARVEY L. PETTIT, Ph.D.
- Smith College (1881)
DAISY LUANA BLAISDELL, A.M.
- Huron College (1883)
ROYAL CLYDE AGNE, A.M., D.D.
- University of North Dakota (1883)
THOMAS M. CHISHOLM, A.B.
- Bryn Mawr College (1885)
MRS. WILLIAM G. HIBBARD, A.B.
- College of St. Thomas (1885)
MATTHEW SCHUMACHER, Ph.D.
- Leland Stanford University (1885)
CHARLES VINCENT TAYLOR, Ph.D.
- Rollins College (1885)
A. B. ANDERSON, A.B., LL.B.
- University of Southern California (1885)
RUFUS BERNHARD VON KLEIN-SMID, Sc.D., Ph.D., J.D., LL.D., D.M.C.P., Litt.D.
- Ouachita College (1886)
TABITHA BROADHURST
- Catholic University of America (1887)
RT. REV. JAMES HUGH RYAN, S.T.D., Ph.D.
- Occidental College (1887)
PAUL THOMAS YOUNG, Ph.D.
- Pomona College (1887)
RAYMOND STRATTON SMITH, Ph.D.
- Georgia School of Technology (1888)
MARION LUTHER BRITAIN, A.B., LL.D.
- Utah State Agricultural College (1888)
WILLIAM ERNEST CARROLL, Ph.D.

- Clark University (1889)
WALLACE WALTER ATWOOD,
Ph.D.
- Clemson Agricultural College
(1889)
ARTHUR F. RIGGS, B.S., E.E.
- Colorado State Teachers Col-
lege (1889)
MRS. GEORGE IVA WALLACE
- Elon College (1889)
CLARKE WINTON HOOK, A.M.
- University of New Mexico
(1889)
FRANK CHAPPELL OGG, Ph.D.
- Agnes Scott College (1890)
JAMES ROSS MCCAIN, Ph.D.,
LL.D.
- Converse College (1890)
MRS. CHARLES HUGHES JOHN-
STON, A.M.
- University of Arizona (1890)
JOHN DRISCOLL FITZ-GERALD,
Ph.D.
- St. Procopius College (1890)
JOHN F. CHERF, O.S.B., Ph.B.
- Drexel Institute (1891)
NEWTON EVANS
- Randolph-Macon Woman's
College (1891)
C. LANGDON WHITE, Ph.D.
- Oklahoma Agricultural and
Mechanical College (1891)
HENRY GARLAND BENNETT, Ph.D.
- Armour Institute of Technol-
ogy (1892)
HOWARD MONROE RAYMOND,
D.Sc.
- Greenville College (1892)
LESLIE RAY MARSTON, Ph.D.
- University of Chicago (1892)
ROBERT MAYNARD HUTCHINS,
A.M., LL.B., LL.D.
- University of Oklahoma (1892)
WILLIAM BENNETT BIZZELL,
Ph.D., LL.D.
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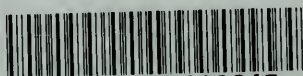
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